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EXTENSION SERVICE

REVIEW

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CURRENT SERIAL RECORDS



4-H NEW DIMENSIONS

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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Secretary of Agriculture

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The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper trans-
action of the public business. Use of funds for printing this publication approved by the Director of the Bureau of the Budget (July 1, 1963).

The Review is issued free by low to workers engaged in Extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington, D. C., 20402, at 15 cents per copy or by subscription at \$1.50 a year, domestic, and \$2.25, foreign.

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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service; U.S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

CONTENTS

Page

- 131 New Dimensions in 4-H
- 134 City Folks See 4-H as Important Part of their Youth Program
- 136 4-H Values Adjusted to Today's Needs
- 138 Unison in Unionville
- 140 Educational Self-Help Program New Hope for Tenement District
- 142 4-H Animal Science Project
- 144 Youth Grow Through 4-H on All Economic Levels
- 145 Adapting 4-H to People
- 146 Adult Committee System of Club Work
- 148 Leader Development in Duval County
- 150 Revamping the Leadership Pattern
- 151 Modern 4-H Programing

Back cover: Township Level 4-H Action Program

EDITORIAL

"Learning for Living" is the theme of National 4-H Club Week this year (September 26–October 3).

With the ever-growing emphasis on learning, 4-H is in a strong position to draw new members. 4-H Club work offers a unique educational experience. No matter where the club may be, it is backed by the scientific resources of the U.S. Department of Agriculture and the State Land-Grant Colleges and Universities. In addition it is backed by private resources, including the National 4-H Service Committee and the National 4-H Club Foundation.

Through 4-H, young people have the chance to test their abilities and skills in a wide variety of individual projects, group activities, community building, and citizenship training. In communities throughout the land there are many young people with the potential of being 4-H'ers.

From its inception 4-H has been flexible in meeting the needs of youth. It has been and is now receptive to new ideas and new approaches. For the youth of the 1960's (both young men and women) it has much to offer in career exploration to potential farmers, agri-businessmen, scientists, civic leaders, and hundreds of other careers and vocations. 4-H gives youth a chance to test their abilities and skills in real-life situations. Let us extend the opportunity of 4-H to more of the Nation's Youth.—WAL

New Dimensions in 4-H



AS EXTENSION WORKERS we have a specific and dynamic opportunity to work with youth. More than ever before 4-H is *dynamic* because of its versatility in these times that are changing so rapidly. Half a century-plus of experience has equipped us with a broad philosophy, tested educational methods, and a program design that is highly respected by educators and the general public.

Boys' and girls' Club work originated as a program to teach elementary skills in agriculture and home-making. Today, more than 53 percent of the Nation's 4-H members do not live on farms. Now 4-H offers challenging educational experiences to these suburban and nonfarm youth as well as to farm boys and girls. The increased demand by parents and youth for 4-H work in nonfarm areas is consistent with the change in our total youth population.

New dimensions in 4-H, which are expanding continuously, can be observed in many ways—the program emphasis, the project offerings, audiences reached, the clientele served, community responsibility, leadership development, and private support. Today the 4-H program is not considered complete unless it contributes to the fourfold development of the member — educationally, socially, spiritually, and physically. This demands the constantly upgraded program seen throughout the country.

Extension staff members are actually stretching to meet the requests that new audiences have brought about. In most cases, Extension is striving to do more with the same number of staff people.

Personnel at every level are obtaining additional formal education, are reevaluating objectives, and are studying and adjusting structure and methods.

Helping disadvantaged youth

Today we are all more aware than ever of the nearly 9 million American families with low incomes or with incomes at the poverty level. Half of these families live in rural Amer-

ica. There are 4 million rural youth in these families many of whom are members of minority groups—Indians, Negroes, agricultural migrants, Spanish-Americans. No matter where they are, they are for the most part isolated from our technological-educational economy that has made America the world's wealthiest and most powerful Nation.

4-H has much to offer disadvantaged youth in both rural and urban America. Through 4-H the unskilled can learn basic skills and workmanlike habits that are essential to future training in industry or business. Club work can also help create a keener awareness of the need for education and be a powerful motivator in unleashing the potential of each individual. The youth who has successfully completed a project has made the first successful step to continuing growth and development.

We have just compiled the results of a survey of examples of 4-H Club work with disadvantaged youth. It is thrilling to review these evidences that 4-H is flexible and adaptable to serving the needs of youth in public housing areas of the central

city, children of the unemployed in Appalachia, and boys and girls of low-income rural communities. Many of us have enjoyed the satisfaction of assisting some disadvantaged boy through the 4-H program, helped him develop purpose, establish goals, and the know-how to achieve better things. New ways must still be found to expand this dimension of 4-H in the years ahead.

Agents in a low-income urban area have commented about the meaningful interchange between their youth and 4-H members from the more rural counties in nearby districts. The established clubs are helping to assist members in the newly-organized urban program—both groups are gaining in understandings.

Eugene Morris of Indiana points with particular pride to the 4-H program in Lake County where various economic levels have been reached, including an urban housing development. The key point was expanding the number of local clubs and local leaders through agent training.

Changes in the 4-H clientele, as well as new technology and new ways of living, require variability in



"... While poor people tend to live in concentrated 'pockets of poverty,' those pockets are scattered all across the face of our land. It is the responsibility of each community to search out these pockets, ... analyze the causes of their poverty, and devise the measures that will help remove those causes.

"And we must begin with the children and young people, who must be given the opportunity to break out of the cycle of inherited poverty into which they were born so that they in turn will not transmit their poverty to still another generation."—Orville L. Freeman, Secretary of Agriculture

the projects being recommended. There was a time when project specifications were quite definite. Today's trend is to modify the project to fit the member's interest, ability, and home situation. Project literature is including built-in suggestions for adaptation. An expanding innovation developed in Montana and several other States is to have young people carry out self-determined projects. Here the member, in consultation with the leader, develops his own individual project objectives and goals. The leaders advise with the members in their efforts to achieve their objectives.

In many States, real effort is being given to project evaluation, which includes a face-to-face experience between the members and a sympathetic and trained counselor. This may replace or supplement the exhibit.



We tend to think of the 4-H project program in terms of "Useful and Challenging" learning experiences. Today we have some very popular 4-H projects that were undeveloped a few years ago—such as careers, money management, riding horses, and town and country business. No doubt, we will have additional projects by 1970, not even in the imaginary stage at this time. Particularly, we need to think of and stress projects for nonfarm boys.

Adding depth to 4-H programing

Adding depth to 4-H programing can be accomplished in a number of ways. A study of the real problems of youth will give vital cues. Two special programs having great outreach and potential are career exploration and citizenship.

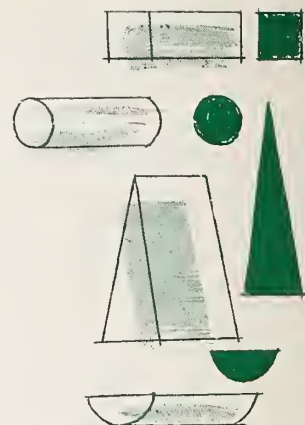
The need for help in career exploration is almost unlimited. There are many opportunities to reach out to youth, motivating them to get a basic education, knowing about available and potential jobs, appreciating the kinds of training that are necessary, and helping them find ways to get the necessary training. There is a tremendous opportunity to make a contribution to youth as we share in rural area development.

The oncoming generation of young people will face increasingly complex public issues at every level—community, area, State, National, and international. Objective and active study and discussion of selected public issues by young people can build a solid foundation for exercising judgment on complex problems which they will be called upon to solve as mature citizens through voting and civic participation.

Practice and training in analyzing public issues needs to begin early and form a major segment of informal education as young people move toward adulthood. In addition they need to understand the structure, functions and interrelationships of various levels of government and the political processes which underlie our representative form of government. The successful methods and procedures that are being developed and used in Extension youth programs need to be extended, with the resources of the Land-Grant Universities and the United States Department of Agriculture brought to bear in helping young people in their study.

We are currently emphasizing the inclusion of more science in 4-H projects. In the early days the objective was, "How to grow corn"—now a major concern is "How does corn grow." The National study of science in 4-H made a great contribution in pinpointing the opportunity for enriching the 4-H program by including a greater emphasis on Science. Progress is reflected in much of the new 4-H project literature being prepared today.

There are some important developments such as the special materials prepared by the plant science departments of North Carolina, the 13 lessons on 4-H Animal Science prepared by Iowa State University in



cooperation with the Federal Extension Service and the inclusion of science in food-nutrition work in a number of States. Negotiations are in progress with commercial organizations to make 4-H Science teaching materials available to all interested States. These efforts all help 4-H fulfill its role of providing supplementary educational support to the school, the church, and the home.

Do you realize that at least 8 out of 10 girls today will be gainfully employed at some time during their lives? Widening the choices for women beyond their doorstep does not imply neglect of their education for responsibilities in the home. In fact, in 4-H we need to help tomorrow's homemakers to be equipped for a dual role.

The *Report of the President's Commission on the Status of Women* points up the need for the modern woman to be a good manager. To quote the *Report*, "The teaching of home management should treat the subject with breadth and includes not only nutrition, textiles and clothing, housing and furnishings, but also the handling of family finances, and the purchase of consumer goods, the uses of family leisure, and relation of individuals and families to society." Management, as interpreted in the *Status Report* will be taught in terms of something to manage in the range of 4-H projects.

Vital role of volunteer leader

Although 4-H is recognized throughout the world as primarily a youth education program, it also is one of the important adult education services. This is accomplished through

the training done by the Cooperative Extension Service to better prepare adults for their work with youth and for other areas of leadership. The volunteer leader is the key to most highly successful 4-H programs. The dynamics of 4-H are evidenced in the accelerated development, utilization, and motivation of the volunteer leadership. Training methods and teaching materials portray the modern concepts of leader development. This is receiving first priority in most State 4-H plans of work. The adult volunteers, providing leadership to 4-H have increased from 307,745 in 1961 to 366,937 in 1963—another expanding dimension of 4-H Club work.

Their acceptance and carrying out of significant responsibilities adds meaning to the program, provides enriching educational experiences, and allows the professional Extension worker to carry out other important duties.

The greatest hope for making 4-H available to our increasing youth population must hinge on expanding the corps of junior and adult leaders who accept responsibility for the 4-H program in the community. Pulaski County, Arkansas, is one of the many excellent examples of a county which has expanded the role of adult 4-H leaders and members working as committees to plan and conduct 4-H programs and activities.

Many States are reporting progress in defining more specific roles of volunteer 4-H leadership. With different people taking the roles of organization leader, project leader, junior leaders, and resource people, it is easier to recruit, train, and help them function with efficiency and satisfaction.

Both adult and junior leaders show a willingness to take on new responsibilities. For example, Michigan reports they have some attitude survey results that seem to establish that local leaders see the task of member recruitment as one that they can and will do if given the opportunity. As a result of new methods, John Sterling, agent in Tompkins County, New York, nearly doubled, on a sound basis, the number of clubs and leaders. The Vermont State Leader reports a 5-year experience with committees of young people taking in-

creased responsibility for the State 4-H Conference, thus releasing professional staff for other roles.

Many of the new dimensions in 4-H are being provided by the boys, girls, and leaders themselves. There is a saying, "4-H becomes greater as you give it away." Extension agents have been finding more and more opportunities to give 4-H to the people most concerned—the members, the parents, the volunteer leaders, and friends of 4-H at many levels.

Better understanding—better support

Some of these new adjustments are not restricted to the boundaries of one county. For example, agents around Kansas City, Missouri, including both Missouri and Kansas agents, have met together to plan coordinated approaches on certain areas, including public understanding and membership promotion.

The State Club Leader in Oregon points out the need for public understanding of today's programing:

"We cannot assume others are as well informed about 4-H potential as we are. We must be sure. The immediate future is particularly important. We have a stewardship in the field of public education. One way to discharge this responsibility is to help local and State leadership know more fully what this phase of public education is or can do for the youth of the State. 4-H did not just happen. It came about by design, and we all are standing before the drafting board, helping create new designs.

"One informed State official leaned forward on his desk recently and said: 'How fine you have almost 35,

000 4-H Club members in our State, but, I think repeatedly how can we get 100,000 4-H Club members. What a positive force this could be.' This man is informed, but he did not obtain all his information through his own efforts. Extension helped him get these understandings."



Douglas County, Nebraska, set out to tell that the 4-H program is available to all boys and girls and that it offers a wide variety of educational experiences. For the second year, they have arranged a 3-day exhibit in a busy shopping center in Omaha. Television and news media gave the exhibit excellent coverage and many thousands were reached.

Extension is opportunity

The effectiveness of 4-H Club work in the future is dependent upon the willingness and ability of Extension leaders to keep it dynamic. County staff members will be in the forefront of the effort to keep the program flexible and modern. The new dimensions of 4-H make it appealing today and challenging tomorrow. The old adage of the "Better Mouse Trap" and the "Beaten Path to Your Door" still applies. But more than this, we must *sell* the product we have. A program designed in the dimension of today's needs is attracting youth in greater numbers than ever before, and every Extension worker either aids or impedes that progress.—*Division of 4-H and Youth Development, Federal Extension Service.* ■



City Folks See 4-H As Important Part of Their Youth Program



urban demand

by FRANCIS R. CALDERWOOD
*Cuyahoga County Extension Agent, 4-H
Cleveland, Ohio*

WHAT does 4-H Club work mean to the "city kid?" Cuyahoga County junior leaders say, "Education takes place in many forms and 4-H gives us the kind that most schools don't have time to teach. In the 4-H Club we learn important values such as leadership; understanding our purpose in learning; what we stand for; how to accept responsibility; and understanding our relationships with parents; the opposite sex, and other people. We are learning more about understanding, how to think, problem solving, and decision making." These junior leaders also feel that they are learning to exercise freedom through developing a greater sense of responsibility and self-organization.

Meaningful experiences

What are some of the basic needs of young people that are being met through an Extension youth program? The 4-H Club program with its interesting projects, activities, and community support meets many needs. Some of these include the need for personal worth; attention; belonging to something important, security; sense of accomplishment; and a variety of meaningful experiences.

There is also the chance to exercise creativity and imagination, individual expression, decision making, and evaluation in terms of worthwhile goals; to understand oneself as an individual; and to know what one stands for and one's basic beliefs. All young people also need an understanding of the limitations within which they must operate as well as freedom and responsibility.

Present technological and cultural changes and their vast effects on society have created new situations for young people. In a complicated world becoming even more complex, where we live together in more compact communities with increasing pressures, apprehensions, and inconsistencies, a young person finds adjustment more than just confusing. His search for personal identity becomes exceedingly critical in a complex metropolitan community where toughmindedness and sensitivity to others compete for emphasis, where longer periods of education must be balanced with immediate needs, where "values to live by" often seem to be "whatever you can get away with," material gain, and the "almighty dollar." In an urban community the mere mass of people alone intensifies the apparent insignificance of one individual, adding up, as so aptly described by Conant, to "the building up of social dynamite."

Awareness of the values of 4-H Clubs as a part of the Extension educational program encourages educators

and other community leaders to turn to Extension for assistance in solving some of these community problems. These people feel that 4-H Club work is unique among youth groups in its relationship to the Land-Grant University. They associate 4-H and Extension as a part of the university—a source of unbiased information—capable of bringing all others together to discuss youth problems.

As a result of the catalyst-educator-coordinator role played by the Cuyahoga County Cooperative Extension Service, the following are among recent accomplishments. (1) A career exploration committee involving school guidance leaders, industry representatives, labor officials, and others, was formed to determine the extent of job opportunities for urban young people in the food, agri-business, horticulture, and similar industries. This group has provided pertinent literature to school guidance counselors, helped in planning radio and television programs on careers, and initiated a job survey being conducted by the Cleveland Board of Education. (2) A Greater Cleveland Conservation Education Council was organized. Again, all youth organizations were involved. In addition, many adult groups working together for the first time found they could help each other, but primary attention was given to work with leaders of youth groups. This spring, the Council assisted in developing a conservation education program for more than 60,000 Scouts in the Cleveland area. (3) At an exhibit workshop emphasizing safety was planned and conducted with youth groups making up the junior fair: Boy Scouts, Girl Scouts, Campfire Girls, Junior Achievement, Cleveland Schools, and 4-H Clubs. The Greater Cleveland Safety Council, City and County Boards of Health, and other agencies provided resources and talent. Cuyahoga County's junior fair was recognized as the "outstanding junior fair in Ohio," this past year. (4) A clothing workshop involving all youth groups was planned and conducted this spring. Remarks by other groups—"Outstanding . . . Best we ever had . . . We should do it again." (5) A teenage nutrition program initiated with a breakfast serving approximately a thousand prestige teenagers is underway. Followup nutrition workshops, contests, and similar activities are being conducted in schools, 4-H Clubs, and other youth groups. These and other programs cooperatively planned and conducted involve basic leader training for youth group leaders. The mass media, civic groups, and other community-minded leadership provide strong assistance.

Extension leadership

In addition to these types of organized programs, de-

veloped as a result of sitting down together to discuss community problems, Extension workers have been asked frequently to serve as consultants for many different city groups. Again, association with the university is most important.

Present 4-H Club advisors and community supporters of 4-H have been involved in these activities. Some have also served as consultants themselves. In fact, 4-H Club advisors were among the first to recognize some of the areas of mutual concern that other agencies now also regard as important. Most advisors are clearly orienting their 4-H Club work and the Extension program to broader problems. They see 4-H Clubs as an important part of a total youth program. They also see Extension offering the kind of educational program, assistance, and involvement that helps people become responsible citizens.

A review of the history of the Land-Grant College and Extension, the Smith-Lever Act, and the testimony of subsequent legislation affecting Extension, offers considerable evidence that even early Extension work had a higher mission than simply to teach a farmer how to double his crop and increase his income. Extension's primary role in helping people to help themselves has always been an *educational* rather than a *service* function. This means that Extension must be concerned with people's social, educational, and economic problems.

With the help of junior leaders, 4-H Club advisors, and community leaders we are helping others to change their attitudes. They are beginning to feel that they need 4-H Clubs. They have found that there is a world beyond their own personal interests. Through 4-H Clubs and other Extension youth programs they are developing employment attitudes and skills and a new confidence in their own abilities. They are developing appreciations for new values, especially the concept that education is lifelong.

Extension flexibility

Extension is recognized worldwide as an agency of continuing education effective with both adults and youth. As a problem-oriented and people-centered institution, Extension has an inherent flexibility permitting adherence to broad purposes, development of practical local programs, and employment of varied means to reach goals—respecting people, their desires, and needs. When changes have been necessary, Extension has recognized the need and has usually provided the initiative to make such changes. Extension programs and changes have met the test of public review. Otherwise we could not retain the confidence of the people or perform our full obligation to society.

Who are the people with whom Extension is concerned? Just farmers? The language of the Smith-Lever Act indicates that Congress had all Americans in mind. The Capper-Ketchum Act of 1928 and subsequent legislation clearly express the interest of Congress in work with families and young people. The U.S. population today is 92 percent nonfarm. There should be no doubt about Extension's basic purpose and authorization for serving so-called "new audiences."

This authority does exist and has been reiterated

through Extension's history. Extension's acceptance of the responsibility to serve a significant number of people—those urban families and youth beyond the traditional producers of agricultural products is another question. To date this has been answered at the county or community level to the degree that local people, county, and State staffs have been able to relate university resources to community needs.

The flexibility of the Extension educational program in meeting these needs is hindered only by the limits we place on our thinking in acceptance of the responsibility. When we ask "why" long enough, we find a basically sound educational foundation that has been hidden by habit, misconception, a lack of understanding, motivation, and a broad sense of purpose.

From this foundation we can define some purposes so large that young people can feel excitement in being participants in a most challenging period of history. We can help them see that they are living their own lives in following their own convictions. We can point to man's relationship to man as one of the important opportunities needing a full measure of their wisdom, courage, and individuality. Problems of citizenship, health, jobs and careers, and moral standards offer many other program opportunities. All youth-serving groups are concerned with these problems.

With its broad objectives and flexible methodology, Extension needs but to exercise imagination, initiative, and leadership to reach a significant percentage of our population with a full compliment of university resources. The principles and methods that have worked so well in the rural communities can be equally effective in urban centers, where the need is now even greater than in rural areas. We live in an urban Nation and the Land-Grant College, including the Cooperative Extension Service, has an opportunity to build on 50 years of successful experience in providing the desperately-needed spark of educational leadership that somehow *must* be provided. Social dynamite is building up in our urban centers. Time may be shorter than we think! ■

Objectives of 4-H Club Work

- ★ Gain new knowledge, skills, and attitudes through real-life experiences.
 - ★ Realize the satisfactions and dignity of work.
 - ★ Develop leadership talents and abilities.
 - ★ Recognize the value of research and learn the decision-making processes.
 - ★ Understand how agriculture and home economics contribute to the economy and human welfare.
 - ★ Explore career opportunities and continue needed education.
 - ★ Practice healthful living and constructive use of leisure time.
 - ★ Appreciate nature and apply conservation principles.
 - ★ Strengthen personal standards and citizenship ideals.
 - ★ Cultivate desire and ability to cooperate with others.
-

Junior leaders Ruth Carlson and Bill Ireton chose special clothes to go with a German meal preparation demonstration. They will represent Clark County at the State 4-H contest in Yakima this coming fall.



4-H VALUES

Adjusted to Today's Needs

by EARL OTIS, *Extension Information Specialist, Washington*

CONFESS TO SUCCESS?

Not on your 4-H record book! And yet there are those who feel 4-H work in Clark County, Washington is "guilty."

A clue to the situation might well be the constant plea of those people involved that 4-H has plenty of room for improvement in Clark County. With this as their premise, those connected with 4-H are striving continually to deliver a dynamic, changing program that continues each month and year to meet what is wanted and needed by its members.

Tradition tempered with flexibility has been an obvious aid to those closest to the program.

Mae Stephenson and Paul Wes-seler, county Extension agents, help provide part of the "tradition" simply because they are each fast approaching 20 years of service out of their offices in Vancouver. Both spend part of their time on 4-H work and are aided by Agents Mary Von-

derwahl, Allen J. Estep, and Chairman James A. Johnston.

All of these people show a solid front of agreement when they begin to talk about the leaders and junior leaders who have done so much for 4-H work in Clark County.

A prime example of this leadership can be found in the Ivan Crosby family. Mrs. Crosby is this year's president of the county Leaders' Council, her son, Robert, is president-elect, and a third generation (Robert's daughter, Robin) is about to begin 4-H work. But this isn't quite all of the story. The Crosbys, Miss Stephenson has figured out, have compiled 81 years of 4-H service. It just so happens that Robert has five brothers and three sisters and all nine Crosby "kids" have been long-time members of 4-H. Most of the Crosbys have left the farm now but are still finding their 4-H background serving them every day.

As Larry Brown wrote in the Van-

couver Daily Columbian recently, "... Bing isn't the only Crosby Washingtonians can boast about.

"Ivan and Elsie Crosby of Orchards have given as much of themselves to Clark County 4-H work as the famous crooner has to show business."

Robert Crosby, the eldest, and his wife Kay are now leaders of the Toppers 4-H Kennel Club, which specializes in dog obedience training. It is a branch of the Toppers 4-H Club, led since 1955 by Robert's parents. The dog club is just one of the directions 4-H has taken in Clark County as needs are met for the benefit of the young people who are members.

There still are home economics, garden, dairy and other clubs, of course, but the Crosbys, the county agents, and others working with 4-H are not closing their eyes to the expanding needs and desires of the people who are joining 4-H clubs these days.



Robert Crosby, a real estate salesman, says it this way: "If I had received nothing from 4-H training other than public speaking I would consider it all extremely worthwhile. Fairs, projects, and other work is great and fine but the composure gained in being able to communicate is the thing for which I am most grateful."

The county agents agree and point out that demonstration work certainly draws no boundaries. The youngsters benefit equally whether they live on a dairy farm, a home within sight of the courthouse in Vancouver's downtown district, or a home in growing suburbia.

Brown's story goes on to quote Wesseler on a point that bears repeating.

"Widespread changes in agricultural technology in recent years are being faced squarely in [Clark County] 4-H. Leaders realize it is neither possible nor desirable for all farm youth to stay on farms. So rural members and others need help in becoming well-rounded individuals who can earn and serve in many fields."

Clark County doesn't have the largest 4-H enrollment in Washington, but it does stand sixth—exactly duplicating Clark County's population position in the State. And although those closest to the program don't seem overly concerned with using figures to impress, a brief taste might be interesting for comparison.

There are presently more than 900 members in 71 clubs in Clark County. Leaders number 165, including 126 women; there are 117 junior leaders.

"In clubs where members are older, some have benefited themselves and others as well," says Wesseler, "by moving into other groups as junior leaders. Often the adult leader has little time to be much more than a legitimizer and the junior leaders go on to grow personally while building and directing the club. I am convinced," he says, "that we don't fully take advantage of the leadership talent we may have right in our own clubs."

In Clark County, as is the case in many others around the country, agents work more and more with the leaders rather than with the individual youngsters.

"Sure, it conserves the agent's time," says Miss Stephenson, "but it also makes the leaders realize that it is *their* program and they then have a guide for passing on this responsibility to the youngsters."

Similar insight is noted in the newest and latest projects undertaken by Clark County 4-H'ers.

Money management, for instance, now is one of the projects in 11 clubs. Just 4 years ago membership stood at 6 and now 42 are enrolled.

Gun safety and outdoor survival are other areas that have gained with speed and practicality, along with planting for home beauty, one of the newest and most unusual of 4-H efforts in Clark County. It is divided into three divisions. Young people can concentrate their efforts on flower growing, lawns and shrub plants, and landscaping. Youngsters, whether they've ever lived on a farm or not, can benefit now and later from this kind of training.

With vision of this sort, Clark County leaders feel that 4-H will survive its present rebirth and go on to even bigger and better things in the future. ■

Typical of the excellent leadership in Clark County is the Ivan Crosby family. Mrs. Crosby is president of the county leaders council and son Robert will succeed her in October. Mr. Crosby has been a leader for 4 years; granddaughter Robin will begin 4-H Club work this fall.



Mike McGraw, a Clark County 4-H'er used his electric club training to construct this panel of switches, dials, doors, and buttons. It is now being used by handicapped children in the Vancouver school system. Also pictured is special education teacher, Stanley F. Gomulkiewicz.



UNISON IN UNIONVILLE

A town's united effort to prepare it's children for adulthood—and perhaps for another way of life.

■ Plateaus rise and fall as the superhighway approaching Frederick County, Maryland, strikes through rich dairy farmland—just an hour's drive from Baltimore or Washington.

Dotting the countryside along with grazing Holsteins, sturdy white barns, and old Sugarloaf Mountain are atomic energy sites, rocket building centers, and new industry. The traveler leaving the East Coast megalopolis and motoring northwest can see that bigness is still with him—the bigness, abundance, of American farming and the bigness, limitlessness, of the space age.

But what his eyes do not reveal is the fact that though the atomic-space age creates thousands of jobs, bigness in farming means more food produced on larger, fewer, more mechanized farms by fewer and fewer farmers. It is even estimated that 60 to 70 percent of today's rural youth growing up in Frederick County as well as across the Nation must seek their livings off the farm.

An alarming statistic? The people in Unionville, a small community 15 miles northeast of its county seat Frederick, thought so.

Late in 1962, when their 4-H club grew too large for individual attention, six daring local leaders decided the time was ripe to better meet the needs of youth by gearing programs to their "developmental stages" and career opportunities. They called an October town meeting in the Grange community hall to reorganize the local 4-H structure.

The tri-club system

Their idea, unique to Maryland but tried successfully in other States, was to form three 4-H clubs; one for boys 10-14, another for girls 10-14, and a combined boys' and girls' club for youths over 14.

The Unionville 4-H Club of 30 members, aged 10-21, reached the point where programs could not satisfy everyone; either they were aimed above some members' abilities or below the interests of others. Besides, the emphasis on agricultural projects was not keeping pace with projected occupational shifts.

Already in Unionville, a strictly rural community, half or more of the farm owners had professions too—a psychiatrist, architectural engineer, rocket designer, Public Health Service researcher, ex-Navy commander.

Thus the autumn town meeting became not only the start of a tri-club system for youth but a beginning awareness of other people, other vocations, other ways of life, shared by the entire community.

The leaders took advantage of USDA information which shows that youth between 10-13 require: A small local club of a single sex group, meetings, and group activities with ceremonies, games, songs, rules and re-

galia, self-selected, individual projects and demonstrations with work planned and dispersed in small amounts, simple literature and records, and an adult leader who gives major direction.

The junior boys

In the junior boys' club, the leaders decided to preserve activities that tied in with home, farm, and school interest. The club, which increased from 6 to 17 members in one year, selected dairy, beef, tractor, entomology, rabbits, forestry, dog care, and public speaking projects.

A dog that disappeared before his feeding demonstration; a boy's bedroom crammed with plants, weeds, and 100 hatching praying mantises; and a talk recommending "... some bales of hay and a scoopful of silage" as proper dairy feed are a few milestones in these eager boys' achievements.

Other accomplishments include a scrap drive to raise money for the Maryland 4-H Dairy Judging Team which represented the United States abroad, many county fair exhibits, and a school science fair project that took root in a 4-H entomology activity.

But the biggest advantage to the junior club, is the opportunity for children to provide leadership and develop their own programs at an early age. Not overshadowed by older members, the younger boys quickly talked more, participated more, at their monthly home meetings. Each willingly spoke at their successful Demonstration Night.

The junior girls

As with the younger boys, the advisors to the junior girls stressed skill development aimed at the group's interests. Membership soared 500 percent in one year—from 3 to 15. No longer do girls, disinterested in feed rations or corn yields, sit bored through meetings. Now 5 months out of the year they plan their own activities, while the Frederick County 4-H Council advises on 7 monthly programs.

One problem encountered is that girls who are anxious to show animals receive no subject-matter training at their junior club meetings. However, they may then attend the junior boys' meetings.

Knitting and sewing buttons, snaps, and hooks and eyes were big learning endeavors for the 12-year-olds. One little girl now knits for her dolls, others make scarfs.

The main leader and two junior leaders show the girls how to care for their rooms and beautify with flower arrangements. A brunch brought them together to learn how to keep records. Other activities are sewing aprons and dresses for the county style review, preparing lunches and entertaining at the county home for the aged where, "the children learn respect for older people."

The Unionville plan is that boys and girls may automatically "jump up" into the senior club (which also welcomes non-4-H'ers) at age 14. But slower children are encouraged to stay back until the leaders feel they are ready to gain from and contribute to a coed club. The adults agree, "The success of the older club depends on the progress of the younger clubs."

The senior teens

The senior club marks the departure from primarily traditional 4-H activities. Again, the local leaders coun-



seled that programing be slanted to the "developmental stages" of ages 14-18; namely that this age group:

- (1) Lives in a larger community with wider loyalties and interests;
- (2) desires coed social activities, a chance to meet others;
- (3) is developing leadership ability, wants a voice in own programs;
- (4) is self-conscious, conforming, wants acceptance by peers; and
- (5) is interested in citizenship development, vocations.

As our teens—numbering 21 at 1963's end—advance more toward college, they lose interest in agricultural projects and think more about the sciences, engineering, and physics.

And most want to go to college, partly because they are exposed in school and 4-H to children of the professionals living in the area who are expected to continue their education. Their parents also place a high value on informal learning.

The senior club's career-exploration program capitalizes on the resource people from nearby Lingamore High School and a county cooperative who tell about job possibilities in agri-business through college training.

"I never realized how interesting a delegate's life could be," one member said after hearing Charles Smeltzer, former representative to the Maryland House of Delegates. He spoke as part of the club's emphasis on citizenship and international affairs.

With teens avid to drive cars, the senior club invited their high school driving instructor to lecture and test the members on safety.

What's more, with boys and girls at this age showing an interest in one another, they are happy to think, work, discuss together and learn to be at ease in mixed groups. There is no pairing off; they do things as a group. "Instead of behaving like little boys and flighty girls," says one leader, "they are maturing and taking their responsibilities seriously."

Where it was previously impossible to discuss boy-girl relationships in the 10-21 age group, talks about dating and etiquette are now conducted intelligently with a high school advisor's aid. Questions which teens might

hesitate to ask their parents are posed freely here. One session on grooming let each sex group evaluate what the other sex wore.

Leaders feel, these older teens are more vocal in their programs too, and they are getting more out of them.

"The once-a-month meetings don't fall apart; we have to stop them," leaders say enthusiastically, noting that "we can feature enough different, pertinent topics to complete a 3-year cycle of meetings."

Most members are also active in extra curricular school events; some belong to the National Honor Society. Club droupouts are mainly youngsters working part time to finance college costs or those already college-bound and pursuing careers, for example, in teaching. They are quickly replaced, however, by new members encouraging their school friends to join.

In unison

Cooperation between the three clubs is spotlighted at the annual achievement night in November when former urbanites, entrepreneurs, farm owners, and renters and their families come to the Grange Hall to learn the clubs' purposes and honor their sons and daughters.

About 120 attended at the 1963 covered-dish supper with volunteering mothers becoming a part of the organization and offering future assistance.

The Clubs' progress reports and safety skits by the younger boys pointed up a mutual respect by each age group for the others' work. Before the preteens were nuisances; now attitudes have changed.

The senior club also invites the junior clubs to take part in special programs—horse farm and soil conservation tours and home demonstrations. Brothers and sisters are together at county fairs when they jointly exhibit their animals.

And the leaders work beautifully together, with benefits to each child, every family, and the community.

This realistic program is reversing evidence that 4-H is not for the most mature youngster. It is equipping boys and girls to enjoy the companionship of today's childhood, while meeting the challenge of tomorrow's adulthood. ■

Young girls enjoy arranging flowers at their meetings but preteen boys are more curious about mechanical things. Social-minded, older coeds talk about dating, etiquette, proper dress, career exploration, and good government.





pilot program

Educational Self-Help Program New Hope for Tenement District

by KENNETH L. COOMBS
State 4-H Club Leader
and VIOLET B. HIGBEE
State Home Demonstration Leader
Rhode Island



Providence Journal-Bulletin Photos

Madelyn and Cynthia Johnson as they modeled in the show. Ten-year-old Madelyn made her sister's dress.

WHAT is the Agricultural Extension Service doing in the middle of Providence? Is John Rego, Associate Director of Extension, going to raise chickens and cows in the city?

Facetiously, but with some skepticism, these questions were asked by several persons when it was announced that the Cooperative Extension Service of the University of Rhode Island had been given a 4-year grant to conduct an educational self-help program with children and families with low incomes in a rundown tenement district of the capital city.

The South Providence area is well known. Juvenile misbehavior, underemployment, and deteriorating family units; like the housing in the area, have been subjects of numerous news articles. A study authorized by the Rhode Island Juvenile Court in 1960-61 asked for a positive plan utilizing existing agencies offering services to families and youth.

Individuals representing several agencies and churches recognized the need for informal education of the type conducted by Extension throughout the State. They called on State leaders and Extension administrators for specific advice and help. Advice was freely given and help within limitations of existing staff and facilities was offered. The increasing frequency of requests in 1962-63 clearly indicated that here was a job which Extension should do—one which would require a staff and a budget.

In the spring of 1963, Rhode Island Extension applied for and received from the Federal Extension Service special funds to initiate the pilot program. In July of that year a home economist and her assistant began their duties. In August a youth worker was added and in December he was given a program assistant. Initially, the first staff members visited the various agencies to become acquainted with their programs, their personnel, and the area. They introduced themselves and their resources.

Four weeks later they held a rally to announce their program to the people of the community. This was well attended. From that time on, the staff workers began receiving referrals from other agencies, phone calls, and office calls from persons having attended the meeting. The program was launched.

The home economics program aims to teach families, including adults and youth, to improve their status—to manage their finances; to plan and maintain nutritional diets; to select, repair, and make clothing; to improve and care for their homes and surroundings; and to have good human relations within their families and their community.

Staff workers have found that much of their program must be conducted individually, especially the phases

including budgeting, housekeeping, and consumer purchasing. Some 25 housewives (potential leaders) have regularly attended bi-weekly meetings conducted by the staff and other Extension specialists. Health, nutrition, family relations, home management, clothing, and such subjects are being taught. It is hoped that eventually those being taught will teach others.

There are four organized homemaking groups for girls. Two of these meet in a housing project and two in a church. For their sewing project they bought mill end materials from a textile plant for 10 cents a yard. A lady in a nearby community heard of the program and offered to teach the girls to sew. She has driven 30 miles twice a week all winter at her own expense. Now she has three assistants.

The South Providence homemakers and girls presented a fashion show late in May. The fashion editor of the Providence Journal attended and a resulting newspaper release stated: "The theme of the showing *The Proof of the Sewing is in the Showing* pointed up the importance of the University of Rhode Island's Cooperative Extension Service South Providence program. The results of the sewing instruction of the past season were amazing. The finished garments, shown in four groups, were attractive, colorful and well made though many items shown were the first ever attempted by their makers." This public statement is indeed a great tribute to what has been done in this area alone.

These garments ranged from aprons and play clothes to Sunday best and party clothes. They were made by all ages for themselves or other members of their families. Two 10- and 12-year-old girls made dresses for their younger sisters aged 3 and 6. This is an unusual achievement for any group.

Three groups of boys have organized 4-H clubs. Two are doing woodworking and one leather work. Rather than ask for outside funds for materials, they collected and sold papers. These boys were reached through basketball activity conducted by staff members two nights a week in a school gym. They became interested in 4-H after a 4-H Club from an outlying area came to demonstrate woodworking.

At Christmas some 500 South Providence boys and girls accepted the invitation of the Southern Rhode Island Rhody Riders Club to be their guests at a special party. Traveling by car 15 miles was a great adventure to many for whom it was their first time out of their own neighborhood. Now they are learning the 4-H pledge and motto and how to conduct their own meetings.

Leadership is a problem. Fathers are absent from the homes of the majority of the members. Boys would like the 4-H automotive program, but efforts to locate a volunteer with the knowledge and skill to lead this project have been unsuccessful. Perhaps it will remain for older youth from adjacent towns to help their city cousins.

Tutoring in academic subjects has filled a great void. When mothers asked for help, Extension workers could not say "no." About 25 students from Rhode Island College and Providence College volunteered to help and now 25 to 30 elementary students meet weekly in a school and in a library for individual help in reading, math, and other subjects. Without this assistance, fail-

ing students find themselves in an ungraded class where they likely will remain until they become dropouts.

The fact that someone cares enough to help, works miracles with many discouraged under-achievers. A 13-year-old boy was getting poor grades and was a problem to his teacher. His mother called the Extension Office. In a few hours she was told that a member of the Brown University Guidance Group would see her son the following Saturday. During the intervening week the boy's grades climbed to B's and A's in anticipation of the visit.

A parole officer commented to the Extension Youth Agent about the decline of juvenile offenses and vandalism since the program came into the area. Area policemen have also commented favorably. A group of girls who last year engaged in a gang fight, this year enrolled in the sewing program.

Ten of the most interested boys in the group are planting 10' x 15' gardens outside the city. They are learning plant science by experience and will later bring home some fresh, tasty, vitamin-rich vegetables. A youth center is being developed on the University of Rhode Island's 2,300-acre, W. Alton Jones Campus. Its woods, ponds, plants, domestic and wild animals will manifest an entirely new world and a changed outlook to youths from the crowded tenements of Providence.

Extension's aim is not to make farmers and natural scientists of South Providence youths, but to guide them to become worthy citizens, community leaders, and family members. Some of the educational methods which have been tried and proven by Extension while raising the level of living of America's rural population appear to be just as effective in motivating and assisting children and families with low incomes and limited opportunities in metropolitan Providence, Rhode Island. ■

Models in the South Providence Homemakers fashion show display large variety of outfits made by participants.



4-H Animal Science Project

six counties test new approach

WHAT tools do 4-H livestock leaders need to feel confident in conducting livestock project meetings in California 4-H clubs? This is the question that faced a committee of 4-H farm advisors and specialists last September when they met on the Davis Campus of the University of California to take a look at the 4-H livestock project work in the State. First, they examined the situation in 4-H livestock project work.

Each 4-H project in California is provided with: (1) the project outline which describes the work that is expected of a member each year, (2) a project manual for members, (3) a leader's manual which has lesson plans and suggestions of ways to work with boys and girls, and (4) the project record sheet. So, lack of literature did not seem to be the problem.

As this committee discussed the situation it became evident that few 4-H livestock project leaders hold regular meetings: many do not hold any. The average livestock leader holds only two or three project meetings a year. The 4-H livestock project is an excellent example of the "learn by doing" method. But if the 4-H member does not have a cooperative parent, he may not be getting very much supplementary training out of his experience with a livestock project.

California uses the community club system of organization. All members attend a monthly community club meeting and meet at other times with their project group for instruction. It seemed to the committee that the members were learning the basic skills of fitting, showing, and judging but did not learn many of the "whys."

In our State there is one adult leader for every 3.7 members, so most California 4-H clubs are supplied with sufficient leadership. In fact, a good many 4-H clubs have a leader for each type of livestock. This is the situation that faced the committee.

As we worked on the problem, the idea of a 4-H Animal Science project developed. Each of the five 4-H farm advisors on the committee agreed to test a part of the

proposed project with selected leaders in their counties during the 1963-64 club year. A sixth county was later included in the testing. The committee will make necessary changes and improvements as a result of the testing. Since approximately 40 percent of all California 4-H members have an animal or poultry project, improvements will have a far-reaching effect.

The committee developed a 4-H animal science outline and a leader's guide to supplement existing livestock project literature. The emphasis in the new program is on increasing knowledge each year along with increased skills and experience with animals. Since the basic principles of animal husbandry are applicable to poultry, rabbits, and horses as well as to dairy, beef, swine, and sheep, the project is designed so that all 4-H members in any type of animal or poultry project are grouped according to the age of the members rather than type of livestock.

All beginning members in animal science project work take the beginning unit. It contains lessons on judging and selecting desirable animals for projects, feeding rations to animals, characteristics of breeds, common livestock terms, parts of animals, and fitting and showing.

Three intermediate units were designed, one on feeds and feeding, one on management practices, and one called an agricultural science field trip unit. It is expected that each of these units will take a project group one year to complete.

Currently there are four advanced units, marketing, career exploration, veterinary science, and special interest projects. Members enrolled in the marketing unit may choose either the "Town and Country Marketing Program" or a cooperative marketing study program recently designed for use in California. Special interest projects will include test plots or result demonstrations.

The 4-H'ers will enter the advanced units about the time they enter high school. The advanced units are designed on the group project approach. The members will decide on the specifics they wish to explore in each unit and call on resource people as needed. An adult leader will guide them in coordinating their work. The literature for each unit is color coded for easy identification: mimeographing is being used during the testing stage.

In an average 4-H Club in California which would consist of about 38 members, 14 to 16 of them carrying animal projects—a minimum of 3 animal science leaders would be needed. One leader would take the beginning unit members and another would handle the intermediate unit being featured that year. A third leader would work with the advanced members. The intermediate leader can rotate the three intermediate units over a 3-year period. As boys and girls graduate from the beginning unit they can enter the intermediate unit that is being conducted that year and follow the 3-year rotation. Each year as the members complete their fourth year and are ready for the advanced unit, they may join their fellow club members in the particular advanced unit being conducted.

In small clubs which might not have enough members to conduct a particular unit members may join a neighboring club for their project work. In some cases, the advanced units might be conducted on a countywide



basis or on an area basis within the county. In large clubs having sufficient leaders and junior leaders, projects can be grouped according to type of livestock; or more than one intermediate unit or advanced unit might be offered each year. So the project is flexible and can be adapted to the needs of a particular community or area within the county.

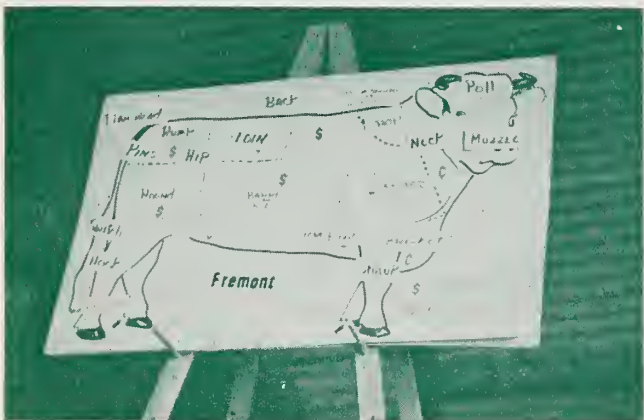
Most 4-H livestock project leaders lack the time and the training to prepare for project meetings. This is part of the reason for the lack of more livestock project meetings. The committee realized that tools would have to be provided to make it easier for the leaders to teach the various subjects in the outline, so they have developed a variety of types of work sheets and training aids to accompany the lessons. These make it more interesting for the members and provide a better learning experience.

For example, in the lesson on livestock terms in the beginning unit, crossword puzzles are used. Some of the worksheets have basic information on one side with a "fun" type quiz on the back. The questions in the quiz are serious, however, and there is a rating for the member to see how well he did. An example is the feed term worksheet in the intermediate unit on feeds and feeding. If a 4-H'er answers all 10 questions on feeds correctly he is rated as a "professor;" if he answers 8 or 9, he is a "feed mill operator;" 6 or 7 make him a "sack sewer;" if he has 5 or less correct he is "unemployed."

The intermediate agricultural science field trip unit features check sheets that the members complete as they tour the sales yard, creamery, or other business firm they have selected to study. Written and oral reports are given at the next project meeting.

One aid that is popular in the beginning unit is a large chart of the silhouette of an animal used for learning the parts of an animal. A small piece of looped velcro is attached to the chart on the location of each of the parts. A name tag for each part has the hooked velcro on the back side. The name tags are passed out to the members. They take turns in placing the tag in the

This silhouette chart is used in the beginning unit to help teach 4-H'ers the different parts of the animal.



proper location on the large chart. This is a game something like "pin the tail on the donkey." When someone puts a name tag in the wrong location the others correct him. This is an excellent technique for group participation and it is inexpensive and easy to make.

The leader's guide contains an outline for each unit and the answer sheets for worksheets and quizzes. Each outline lists the items to be learned, the aids provided, and ideas to further the learning process.

Even though at this writing the evaluation has not been completed, several things are apparent. Some principles of veterinary science should be included in the first four units. We hope to get the California Veterinary Medical Association to provide help in designing and conducting the veterinary science unit.

We find that the leaders seem to like the animal science approach and are making good use of the material. One leader reported that in the last 10 years as a 4-H livestock leader he had never held a project meeting until this year: he had worked with the members individually. He now holds monthly meetings. On the other hand there are leaders who are continuing in their pattern of two or three project meetings a year.

As in most other changes in practices that the Extension Service has fostered over the years, acceptance has not been dramatic and immediate. Among 4-H leaders are those who are "late adapters" as well as those who are "innovators." When we finally have the project ready for Statewide use it will take some good Extension procedures to get it accepted and properly used. The project will have to be fitted into the present situation in each club in California. This will take much thought and planning.

Although the project is planned to eventually include all animal and poultry projects, the committee has started with material for dairy, beef, swine, and sheep. It will be expanded later when the basic format has been perfected. The idea has been accepted by the plant science people and a Statewide committee has met and is currently producing a similar approach to plant science in 4-H. It will be tested during the next 4-H club year.

It will be another year or two before the animal science project will be ready for use throughout California. At the close of this club year the 4-H specialist will meet with the leaders in each of the six test counties for their evaluations. He will also meet with a random sampling of members to get their reactions to the project. (This article was written prior to those meetings.) Following the evaluation meetings the committee will meet to make the revisions and the additions indicated. Further testing may be required for another year before the project can be introduced Statewide. However, when this is done the 4-H animal science committee feels confident that it will provide the tools that the leaders need and will use in regular animal science project meetings. The goals of improved attitudes and of increased knowledge and skills each year will result. ■

Youth Grow Through 4-H On All Economic Levels

by A. S. BACON
Assistant to the Administrator
Federal Extension Service

expanded outreach



THROUGH broad avenues, 4-H Club work is making invaluable contributions toward the development of America's youth—white and Negro. There are many identifiable patterns of results that will indicate how the outreach of 4-H is contributing to fuller growth and development of youth, including children from low-income families. Moreover; these young people are finding a continued challenge in 4-H Club work as they discover the possibilities of gaining extra dividends through wider knowledge and higher competencies.

For example, James Marvin Gibson of Campbell County, Virginia, started out with 100 baby chicks. Now, after a dozen years of hard work, he owns a 265-acre swine and cattle farm valued at more than \$75,000.

Alvin Foster of Caroline County, Maryland, became interested in animal science through his 4-H livestock project. As a result, he decided to devote his life to treating sick animals. After graduating from Maryland State College, he entered Tuskegee's School of Veterinary Medicine and is today a successful, practicing veterinarian.

Thomasena H. Fennick of South Carolina attributes her success as a New York dressmaker and shop owner to 4-H Club work. Through her personal improvement and clothing projects, she learned to sew. Her needle helped finance her education.

And also on a community basis, 4-H is reaching out to extend a hand. The results show up in a variety of ways. For example, in 1960 Florence County, South Carolina, organized two baseball teams among the boys and two softball teams among girls. The first season 144 young people in three communities took part.

In 1963 over 600 boys and girls participated. When the season closed they had traveled over 500 miles in the county and played before an estimated 4,000 spectators.

At one of the games a college baseball scout observed Gene James, a pitcher, and was impressed. He encouraged the youth to enter Benedict College last fall. Gene is now on the pitching staff of that Institution's team.

More than 350,000 Negroes are now enrolled in 4-H Club work throughout the United States. Over the past 50 years more than 2½ million have participated in 4-H Club work. The majority of these members in the past have resided in the Southern and Border States. But, increasingly, Negro people outside this region are participating in 4-H Club activities. Some of this increased

participation is in such States as Connecticut, New York, Rhode Island, Wisconsin, and Illinois.

Everywhere 4-H participation in project work, citizenship development, conferences, tours, and career exploration is widening the horizons of these young people and pointing them to careers in many fields such as medicine, law, engineering, nursing, teaching, and agri-business.

The trend of 4-H Club work toward the expansion of its outreach can be noted with many examples of achievements among Negro 4-H members. Through the efforts of Extension agents and volunteer leaders, these young people are acquiring many attributes for better living. And this is taking place at all socioeconomic levels. Among the attributes being instilled are higher aspirations, greater self-respect, increased dignity, a new sense of purpose, and fresh hope fed for the first time by definitive promise. However, there is still the continuing need to help 4-H Club members develop a positive belief in a value system which places a high priority on learning, working, and achieving.

One of the most pressing problems we face in our society is that of providing young people with ample opportunities and incentives for developing their full potentials. Many of these young folk are groping for the chance to share in such learning experiences such as those provided through 4-H Club activities. This is supported by positive comments of parents and governmental and civic leaders throughout the Nation.

In many instances, the extended outreach of 4-H Club work is meeting the felt needs of youth in families. One of the keys for this is that 4-H Club work is oriented toward the problems and needs of boys and girls; therefore, it contributes to their total development in numerous ways. Thus, a high degree of belonging is established among 4-H Club members as they select desirable projects of their choice and follow through with the 4-H objective "To Make the Best Better."

As Club members carry forth their projects under the guidance of their leaders, they fully recognize that the ability to plan and think is highly important today. Such consideration enables them to transfer many of their experiences, knowledge, and skills into adult life. As one surveys 4-H Club work it can readily be recognized that 4-H is experiencing tremendous prestige throughout the Nation through its efforts to help young people develop into mature useful citizens. ■

Adapting 4-H to People

by LAUREL K. SABROSKY
*Extension Research Specialist
Federal Extension Service*



clues from research

for a fairly even distribution of boys and girls. 4-H adjusted so that, as they say, "our range of topics and interests have been extremely varied."

Not only the needs of our youth, but also the needs of our country, are bases for adaptation of the 4-H program. At one time, 4-H Club work mean farm-production or homemaking skill projects, and not much in addition unless the club worked on a local community-service project. (The wide variety of community-service projects in 4-H work, incidentally, reflects flexibility in local 4-H programs.)

Although the pattern of projects offered to 4-H Club members still follow pretty much an agricultural and homemaking pattern, the projects carried by 4-H Club members do not conform as closely to the older pattern. Home economics projects still make up a majority of 4-H projects carried. However, only 11 percent of 4-H projects carried are crops, livestock production, and farm management, 4-H members have been offered many projects other than purely agricultural projects, and many have accepted.

Today, even though the first-place beef animal or the chance to participate in the State Dress Revue provide real thrills to many boys and girls, and receive top publicity in the local newspaper, we find more and more often that subjects such as learning how to become a better citizen, learning about foreign affairs, and appreciating the arts, are the objectives of Statewide and National meetings and trips. The 4-H youths who have the privilege of participating in them have had to display a much wider span of interest than the animal or the dress. This is as it should be in our smaller and smaller world.

Because there are leaders who see beyond their own homes and yards and towns, and who can visualize how important a citizen that a 10-year-old child will sometime be, 4-H Club work is aiming to adapt to the needs of our youth, of our homes, and of our country. ■

BECAUSE of flexibility of thinking on the part of our 4-H Pioneers and their belief in adapting educational procedures to the needs of youth, 4-H work was born. Ever since then, 4-H has been to some extent, continually changing and adapting.

As the living pattern of Americans started to change markedly before and after World War II, people began to see that 4-H should and could adapt more rapidly to the new ways of American life. No longer do a majority of the 4-H Club members need to learn agricultural skills—a large number of members do not have facilities for learning them. Schools and other youth organizations have become more active during this same period; many of our youth, especially in towns and cities, are finding themselves busier than youth used to be.

Nowadays, even though children seem to be busier than ever; at the same time, many older youth and young adults, out-of-school, do not find jobs to be busy at or they are not trained to take the jobs available. This has led Extension into trying to help teenage youth become interested in preparing themselves for careers. One way has been for Extension to cooperate with other youth organizations and agencies in career exploration and preparation, without having to organize 4-H Clubs in order to do so.

In the western region of the United States, and in Minnesota, only 3 percent of the Extension workers felt that a boy or girl needed to belong

to a 4-H Club to receive help from Extension Service. This is real flexibility in thinking compared with some 30 years ago; it is reflected in such activities as helping train leaders of any youth group and providing subject-matter help to them.

Children differ, according to ability and interests. Dr. Glyn Morris (Director of Guidance, Board of Cooperative Educational Services, Lewis County, New York) says, "The fact that individuals differ from one another, and that these differences must be taken into account in teaching them, is probably the most repeated axiom in educational literature. But strangely enough, it is the axiom taken least seriously."

Do 4-H leaders take this into consideration? The new interest in member-evaluation illustrates they do. The local leader and the 4-H member get together at the beginning of the year and set goals and methods based upon the member's facilities and abilities. At the end of the year these two discuss how nearly the member reached his goals. This procedure for determining accomplishment is flexible as compared with the long-used project-completion method, which usually requires every member to reach the same minimum goal.

And what if the members of a group turn out to be different from those expected to attend? Does 4-H expect the youth to adjust, or does the program adjust? In Bridgeport, Connecticut, 14 boys aged 15 to 18, and 3 girls, aged 15 to 17, were attracted to a group which was set up



IT IS IMPORTANT to us that our 4-H enrollment keeps growing. We are fortunate that an organizational system has evolved in our county to provide for such growth.

The growing youth population needs all the help it can get in these complex times. 4-H must increase the numbers with which it works as well as the depth of its programs in order to obtain the support of parents, volunteers, and legislators.

Since it is not easy to obtain additional professional Extension staff, Hampshire County has attempted to find efficient ways to multiply the efforts of its two 4-H agents through an adult committee system of organization. There are community or town committees on the local level, and a county Advisory Council on the county level. As 4-H agents we also attempt to identify work areas where a systematic plan can be developed to make our work more efficient.

Hampshire County occupies a rectangular area in

Adult Committee System of Club Work

by REBECCA DEA and CHARLES WISSENBACH
County Extension Agents in 4-H
Hampshire County, Massachusetts



Western Massachusetts divided by the Connecticut River and midway between Vermont and Connecticut. It contains 2.4 percent of the State population excluding Suffolk County (Boston) which does not yet have an organized 4-H Club program. The population is 103,000 with the largest city, Northampton, having 30,000 people. Seven of the 20 towns have a population under 600. Of the State's 14 counties, Hampshire County is ninth in total population, tenth in rural, and ninth in urban population (excluding Suffolk).

The local 4-H town committee consists of all adult leaders in the community plus other adult volunteers. The officers are not leaders and usually hold office for 2 years through annual elections. It is recommended that each committee have five to eight non-leaders who represent the major areas and groups in the town. The aim is to have a committee which jointly knows every person in the community. New people should be added to the committee each year.

The town committee is responsible for all Club work done in the community. Meetings are held at least four times a year. The town committee chairman acts in behalf of the committee between meetings and is the key person to whom the Extension agents turn. No volunteer is accepted, and no new program initiated, without the approval of the local 4-H town chairman who is treated as an "assistant 4-H agent."

The primary responsibility of the committee is to obtain the necessary leadership for clubs. Leadership needs are determined in a number of ways including interest

4-H council funds which come partly from this Fair lunch counter (above) will help pay expenses of these girls (left) who are packing for an Interstate Exchange trip.

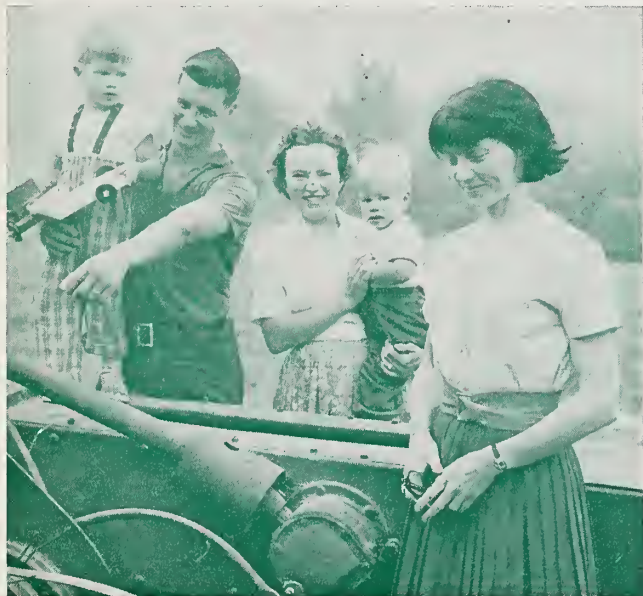


surveys conducted in the schools among the young people of 4-H age. The second most important job of the committee is to lighten the load of the leader, supporting him wherever possible. The committee uses its non-leader members to conduct community 4-H events, raise funds if needed, and make reservations and provide transportation and scholarships for members and leaders to major events as needed.

The 4-H agent who works with the town or community committee and county council finds that he loses some of the freedom of operation enjoyed by those who use a more member-oriented approach. Club work can grow no faster than the local committees are educated and motivated to work for local youth. For the agent to step in and personally solve local problems is a mistake. Such an approach causes the committee to lose its feeling of responsibility and gives rise to a hope that whenever problems arise the agent will step in and solve them. The agent needs to mean it and make it stick when he says, "Here! The local 4-H program is yours. Its success or failure is entirely in your hands." The agent cannot wait until the last minute to make his plans. An organization of the size and complexity needed thrives on careful advance planning.

The agents must forego the pleasure of working with individual members and often individual leaders and individual clubs as the organization grows. He must come to view serving the organization and especially maintaining and strengthening the town committee as his most important work. Committee work is not dramatic. It takes patience. The agent serves an executive function. He helps the committee to explore local needs, evaluate the potential, set realistic objectives, and give effective direction to achieve a worthwhile program. Whenever possible an agent is in attendance at each town committee meeting. A suggested agenda and ideas

The Westhampton 4-H Town Committee placed this Polish IFYE with the family showing her their farm machinery.



should be given to town committees through the 4-H newsletter or other communication.

The agent builds an organization that will provide continuity. It works in many ways. Leaders enter and leave the program yet the committee sees that 4-H Club work continues. An agent sometimes leaves—a 4-H town committee keeps going.

The county 4-H advisory council is a second essential part of an effective county organization. All 4-H town chairmen are automatically members plus a second elected representative from each town who may not serve more than 2 consecutive years. The Hampshire County 4-H advisory council provides several thousand dollars of financial support not available from other sources, staffs many county program committees, considers program areas where requested by the agents or local committees, acts as a coordinating body, and provides for communications between volunteers and agents.

The Council meets every 2 months. Occasionally leader training meetings are held on the same night as Council meetings so that transportation will be assured for leaders. While the Council is only advisory to the agents, every effort is made to solicit and follow its wishes.

Hampshire County today has an enrollment of 1,351 4-H members in 153 clubs. This is the third largest county enrollment in Massachusetts. It is first in the number of clubs and members per agent among the counties of the State and contains 10.5 percent of the State 4-H enrollment. As 4-H agents we do less traveling and probably work fewer hours than the 4-H agents in most other counties.

We are convinced of the value of a committee organization and are proud to be associated with the enthusiastic and capable volunteers the system has fostered. We feel that the program can and will continue to grow without the addition of professional staff and without reducing the high standards set for the 4-H program.

As town committees increase in size it will probably be advisable to divide the larger committees into two or more community committees within a town. We feel a committee can serve an enrollment of 200 members, but in some cases it may be preferable to split committees that have enrollments well below this size.

The county 4-H staff is seeking continually to develop better and more complete programs for use by the town committees. Under the direction of the State 4-H office and in cooperation with neighboring counties we seek to promote specialization among the 4-H agents of Western Massachusetts so that more advanced programs and training can be offered. The photography project is being intensively explored. A 4-H electric science project is being developed with visuals, materials, and scripts being offered in a complete package so that town committees may select a person with average leadership ability to lead electric clubs rather than having to obtain trained electricians. This, it is hoped, will help interest a greater number of boys in the program.

The type of organization outlined gives the agents free time to do such pilot work. This, in turn, can point the way to increased quality and quantity of club work in Hampshire County. ■



Enough trained adult leaders are necessary for a successful club program.

LEADER DEVELOPMENT in Duval County

by SARAH ANDERSON
Assistant Home Demonstration Agent
Duval County, Florida

EAGER LEADERS are used quite successfully to meet the needs of youths in Duval County, Florida. Therefore, recruiting, selecting, using, training, supervising, and recognizing 4-H leaders is a continuous process. Continuous recruiting adds to the array of talent and insures success for 4-H programs.

Duval County, which is primarily urban, has a population of 482,000. Boys and girls 18 years of age and under make up 39.5 percent of the population. Two years ago, the Community Planning Board, a part of

the United Community Services, did extensive research to find out the relationship between the number of youth organizations in a community and the ratio of delinquency.

The latter source of information was based on Juvenile Court records. In Duval County, it was found that the greater concentration of youth organizations in a community, the less juvenile delinquency. A map showing youth organizations and concentration of juvenile delinquency by areas was made available to all workers by the Board.

As a result of this research, the Extension Service discontinued a few 4-H Clubs in communities where there were many youth organizations, and organized other 4-H Clubs in communities that had a noticeable rate of juvenile delinquency and few youth organizations.

In August 1963, an organized drive for the recruitment of adult leaders was launched by a special committee of the Community Planning Board. This was a follow-up to an extensive survey which revealed that every youth organization in Duval County needed more leaders. Insufficient numbers of trained adult leaders was recognized as one of the major limiting factors in expanding each youth organization.

Among the organizations participating in the campaign, were the YMCA, the YWCA, Campfire Girls, Boy Scouts, Girl Scouts, Boys' Service Council, 4-H Clubs, and the County Recreation Department.

The newspapers, television, radio, and exhibits were used to recruit adults to work with these youth organizations. Prospective volunteers were encouraged to contact the youth organization with which they were most interested in working. As a result of this initial step, the public became more aware of the great need for adult leaders and each organization received some volunteers.

The newspaper was used as the starting point to make the public aware of the lack of volunteer adults working with the youth organizations. A picture of the committee outlining plans for the drive and a news article emphasizing how the shortage of leaders was curtailing the potential growth of youth organizations, started the ball rolling. As a result of this initial news coverage, there were several newspaper editorials urging the community to accept its responsibility to its youth.

Five radio stations used 10-, 20-, 30- and 60-second spots to recruit volunteers. Each participating youth organization was responsible for writing its script.

Each of the youth organizations participated in a mid-morning television program. The telecasts were scheduled so that one was conducted each week. The purpose of the program was to familiarize the public with each organization and the dif-



ferent ways that volunteers could serve that particular youth group.

On behalf of all of the youth organizations, the assistant home demonstration agent appeared on the county agent's early morning television program to appeal to the viewers to volunteer their time and talents to the organization that they were most interested in helping.

An appeal was made to the Ministerial Association to aid in the drive for leaders. As a result several ministers preached sermons urging adults to accept their responsibility to youth.

"You Too Can Serve" was the theme of the 4-H exhibit at the 1963 Greater Jacksonville Fair. The exhibit showed the different ways volunteers could serve 4-H clubs. The exhibit was located in one of the better spots in the exhibition auditorium. Fair attendance was 147,000.

A representative of one youth agency stated that as a result of one newspaper story and an editorial, his organization received as many volunteers in 1 day as it usually received in 3 months.

One of the most important outcomes of the Community Planning Board drive was that the agencies participating in the drive became better acquainted with each other, and the purposes and activities of each group. This included the exchange of many ideas on how they recruit, train, supervise, and recognize leaders. Each group learned the general structure of the other youth agencies.

The special committee heading the drive had several meetings to coordinate the campaign. Since these meetings were held in the Extension Service Office Auditorium, the other youth agencies became more familiar with Extension and how it could serve the different youth groups.

In April 1964, the home agent helped train a group of Campfire leaders in basic nutrition. Both the Boy and Girl Scouts have called upon the Extension Service for bulletins and information on various subjects. The County Recreation Office and the Home Demonstration Office co-operated on a charm school for teenage girls.

The special committee of the Community Planning Board plans to continue the drive to recruit volunteers. The committee plans to again in-

volve the Ministerial Association by suggesting that ministers devote a sermon to the community's responsibility to youth.

The committee also plans to send mail stuffers, asking for volunteers. These would be included in either bank statements or utility bills. They also plan to familiarize the Parent-Teacher Associations with the great need for volunteers. Radio, newspapers, and tv will be used also.

Even though the countywide drive to recruit volunteers strengthened all youth agencies, each agency continues to use its own methods for recruiting leaders.

The special committee has the endorsement of the group and plans to hold countywide leader training meetings for all participating youth groups. The training will be basic, including general information on the developmental stages of youth, planning and conducting recreation, planning handicraft classes, and general teaching principles.

Besides participating in the Community Planning Board drive, the Duval County 4-H Clubs have recruited leaders through the following methods: leaders, 4-H'ers and parents recruiting leaders, agents contacting principals and Parent-Teacher groups, questionnaire sent home to the parents of 4-H'ers asking them to check the ways they could help, and through the home demonstration clubs.

Another, and so far lightly tapped, source is the group of young adults who have been active 4-H members in the past. The adults serve as organizational leaders, project leaders, transportation leaders. They also help with county activities and judge Achievement Days.

Training leaders after they have been selected is a very important part of the leadership development process. In August 1962, Dr. Emily King, State Girls' 4-H Club Agent, participated in a county adult leader meeting for the girls' program. It was decided that future leader training meetings should be conducted on an area basis instead of countywide.

The county is now divided into four areas and the training meetings, which are conducted by the agents, are held in these areas. By having the training meetings in areas in-

stead of countywide, more leaders attend the meetings and the meetings are more informal—thus the leaders express themselves more readily. There are four training meetings a year.

The adult 4-H leaders for boys' projects are trained at informal meetings held in the communities where the leaders work with the clubs. The county project leaders receive individual training and supervision.

Supervising the leaders after they are trained is very important. This is done by telephone calls, home visits, talking with the leaders before and after the 4-H meetings, monthly newsletter, and handbooks.

The leaders are recognized at 4-H Achievement Nights, and also through leader banquets, radio programs, television programs, club meetings, newspapers, and many public occasions.

In March 1963, there were 25 organizational leaders and 1 project leader for the 4-H girls' program. In March 1964, there were 40 organizational leaders and 6 project leaders, plus transportation leaders. Each home demonstration club has a 4-H chairman that secures women to judge at Achievement Days.

During 1963, there were four organizational leaders, three project leaders, and four activity leaders for the boys' 4-H program. In 1964, there were 25 organizational leaders, 9 project leaders, and 8 activity leaders.

The Junior Leaders of Duval County make up a very important part of the Leader Development Program. A girls' Junior Leader Club with 26 members was organized 3 years ago. The group meets 10 times a year with each meeting lasting about 3 hours. Each meeting is divided into four parts: social, business, personal development, and training for working with younger 4-H'ers.

In 1963-64, there were 22 members in the club. Of this number, 10 worked directly with clubs composed of younger girls. Each of these clubs also had an adult leader, often a mother of one of the junior leaders. Those girls who did not work directly with a club that they had organized, worked as leaders in other capacities.

In March 1963, 11 meetings were

conducted by adult and junior leaders with an attendance of 172. In March 1964, the adult and junior leaders conducted 36 meetings with an attendance of 647.

By improving the leadership development program in Duval County, the home agents attend one meeting

or less a month and the leaders conduct the second meeting of the month—thus the agents are spending more time expanding the 4-H program through adult leader recruitment and training.

The goal for the Leadership Development Program for 1964-65 is at

least one organizational leader and one project leader for each of the 45 girls' clubs now existing, and two organizational leaders for each boys' community club and one county project leader for each project field for the boys. Another goal is to expand the program to reach more youth. ■

Revamping the Leadership Pattern



by BEN W. STUDER, *Idaho County Extension Agent, Grangeville, Idaho*

multiplied leadership

IN JANUARY 1961 the entire Idaho County 4-H Club program and its problems were reviewed by the County 4-H Leaders Council. Distances and geography had created differences in interest and attitudes in the four areas of the county. At that time a decision was made to elect a set of council officers for each of these four areas.

The following May agents met with each council and area leaders to take a detailed look at their 4-H Club program. First we identified the problems, set priorities and objectives, and then made a time and manpower schedule.

Leaders have found that systematic planning is one of the most difficult tasks of 4-H leadership; yet it is one of the most important. We also realized that it is difficult for a council officer to assume a dual role—that is, leading a 4-H club plus conducting council officer activities.

Possibly the most beneficial result of this area planning process was the chance for club leaders to take a systematic look at the total situation and discuss possible solutions to their problems. Working with these leaders has also made the agents aware of definite needs in the area of leader training.

We decided to hold new leader training meetings for all organization leaders coming into the 4-H Club program. Junior leaders were also included in the organization leader program as participants and trainees. Our goal was to develop a core of experienced 4-H leaders that could function as leader training assistants over the county.

We publicized all new leader training meetings in the county news-

papers, over the local radio station, and through newsletters. We decided to conduct project training meetings on an area basis according to the needs expressed by each area council. Although we did not want to disregard personal counseling, we did want to discontinue new leader training on an individual basis.

The primary objective in the Idaho County leader training program was to help leaders develop their own leader training programs—programs that would enable the 4-H Club leader to understand and meet the objectives of the 4-H program from the standpoint of members, parents, and the Extension Service. We tried to point out that 4-H leaders can actually grow in leadership.

Because 4-H has moved from a project-oriented base to a community-wide multiple project club, more than one leader is now involved with the program in each respective club. This change in organizational structure has developed many new areas of leadership.

The organization leader is responsible for guiding the club's organization. Within the club and cooperating with the organization leader are the project leaders. The 4-H leader-trainer or council officer has been developed because of the reorganization of the county 4-H council. Also, the junior leader is becoming more important in the overall club program.

No matter what type of leader is involved, the first step in development is that of mastering the job—the actual mechanics of leadership. The second step is working with others—applying the mechanics learned.

When a leader begins to work

through others he must become a skilled advisor in the organization or the project area. Once leadership has been assumed, additional training becomes necessary. A leader must keep up to date.

We would like to think that an important step is the development of a replacement—the leader's actual training of another to take his place in the club makeup.

Since the initial meeting, we have developed a new training program for organization leaders. This new program was reviewed and accepted prior to the spring training session but we will continue to evaluate it to make sure it is fitting the needs of the new leaders.

Our next step is to develop training programs for junior leaders through the Idaho County 4-H Builders' program. This will be in addition to what junior leaders receive by attending adult volunteer meetings.

In conducting training meetings for project leaders we have encouraged them to exchange teaching aids, ideas, and methods and have tried to interest them in developing a resource library from which they can draw ideas and visual materials. We have gone so far as to develop lesson plans, one in particular for livestock leaders in teaching sheep judging.

This fall we plan to meet with the councils and make long-range plans to continue the program in each of the four areas in the county. Prior to these meetings we will develop a detailed council officer training program for the new officers.

We feel we have made significant progress in reorganizing and developing a long-range 4-H Club leader-training program. ■



Modern 4-H Programing

by GEORGE S. FOSTER

4-H Club Specialist and Leader

and MARGARET USSERY

District Supervisor, Home Economics Programs
Tennessee

SUPPOSE Rip Van Winkle had gone to sleep when the Smith-Lever Act was enacted and was awakened this year to take part in the 50th Anniversary celebration. Would he note any changes in the image of Boys' and Girls' Club Work as 4-H was known then? You bet he would! For example, instead of a few thousand members in scattered clubs enrolled in a limited number of projects such as corn, canning, poultry, and tomatoes; he would find more than 2 million youngsters in 90,000 clubs conducting a wide variety of projects from corn to career exploration . . . canning to consumer information. Yes, the program has changed and fortunately so.

As David Sills illustrates so effectively in a recent book, *The Volunteers, Means and Ends in a National Organization*, "the pages of history abound with examples of organizations which have failed to adjust themselves to a changed environment . . . Other organizations, however, are highly successful today because: (1) they have had flexibility in redefining their objectives and adopting goals even more relevant to the needs of the society which they serve, and (2) their professional workers, volunteers, and other supporters have accepted and implemented the changes."

We believe 4-H has earned a place among the ranks of organizations whose programs have constantly been modified by personnel in tune with the times. However, as Mylo Downey, Director of the Division of 4-H and Youth Development, FES, and others have noted: With the change in our agricultural technology, our shifting population, the new needs of a modern society, the 4-H Club and total Extension program is faced with the necessity of making further adjustments.

We are not without guidelines as we proceed to improve the image of 4-H. The new set of 4-H objectives, listed on page 135, points up the purpose of 4-H Club work to provide opportunities for mental, physical, social, and spiritual growth of boys and girls.

In addition to 4-H demonstrating its flexibility in redefining its objectives and adopting goals relevant to needs of society, we must think about the competencies we need as professional workers in order to accept and implement needed changes.

Among the needed competencies would be an understanding of: (1) the Cooperative Extension Service, its objectives, philosophy, policies, and relationship to the Land-Grant College; (2) technical subject matter appropriate to the needs of those with whom we work; (3) the principles of teaching and learning; (4) the principles of program development and skill in applying them; (5) the communication process; (6) human development; (7) the nature and function of social systems; and (8) the principles and techniques of evaluation.

We believe Extension workers do have the competencies for modern Extension youth programing. This has been demonstrated across the Nation. May we cite some

examples in Tennessee, the State we know best, where the following five would be among the important program thrusts:

(1) Our 4-H curriculum for teaching basic subject matter through regular local 4-H Club meetings has been redesigned so as to emphasize each of the new National 4-H objectives.

(2) Guides for members enrolled in each project are being written to highlight areas of science (the whys) recommended in the National study of "Science in 4-H." About half the units have already been written; others are in the making. Federal Extension staff members are consulting with us.

(3) Ninety of our 95 counties have conducted one to six basic annual courses for volunteer leaders, since this was first undertaken Statewide in 1959. Advanced seven-session courses for organizational and project leaders (who are basic course graduates) are now being conducted by agents in addition to continued basic courses for new leaders.

(4) Office procedures, equipment, and supplies for agent use are being modernized to help them to get the operational job done. For example, every county has been equipped with punch-type enrollment cards, and equipment which facilitates data collecting and analysis.

(5) New and challenging projects are being offered to older 4-H Club members. "Career Exploration" and "Town and Country Business" are two programs available to older 4-H members which reflect the changing times and the changing 4-H needs.

The regional approach to problem solving has proven beneficial to those involved in 4-H and has brought expanded opportunities. The Ninth Senior 4-H Resource Development Conference, held at Fontana Dam, North Carolina in June is a good example. More than 300 members, leaders, and agents from the seven Tennessee Valley States studied the natural resources of atmosphere, soil, minerals, wildlife, forestry, water, and human resources. The 4-H members learned that many of these resources are closely interrelated, also that citizens must work together to most effectively utilize them.

Today more than any time in the 50 years of Extension's existence, it is important that we have the know-how lest we allow technology to run ahead of our concern for a meaningful life. Technical know-how is a must! *But it is the use of a tool, rather than the possession of it, which gets the job done.*

In a recent issue of The Tennessee Extension Review, our Director said, ". . . groundwork of Extension work in Tennessee was done by another generation. But there is no question that the groundwork was well done. The groundwork for the next 50 years is up to us who are active now." Do we have the professional competencies to improve the programing of 4-H in the next 50 years so that those following us can say, "Well Done." ■

Township Level 4-H ACTION Program

... a new approach to career exploration

Mrs. August Zirbell, a Kenosha County, Wisconsin, 4-H leader and a member of the Long Range Extension Planning Committee and Elroy Lueder, County 4-H Agent, felt strongly about the need to encourage young people to continue education beyond high school and help them get better jobs.

Their interest sparked a township level career exploration program involving 35 teenagers. Here's how they did it:

Mrs. Zirbell invited six 4-H members, 16 and 17 years old, to her home to talk over ways of channeling interest in careers. The four who came agreed to help get a project underway. They served as a steering committee to plan and conduct meetings, keeping in mind that their tentative plans needed to be flexible so they could be changed to meet the needs as the others expressed them.

The steering committee compiled a list of the names and addresses of all the township's high school students who were sophomores, juniors, or seniors. Fifty were invited to the first meeting in October, sponsored by the local 4-H Club.

The committee knew that for a successful series the first meeting was most important to build interest. Using material from the University of Minnesota, they planned a "What's My Line" game, chose a youth to be panel

moderator, and ordered a film, "Choosing Your Life's Work."

Twenty-eight young people showed up for the first meeting, played the game, viewed the film, and took part in discussions. They also helped make plans for future meetings.

The steering committee listened at school the next day for comments. Most were good. Unfavorable comments were analyzed and used to improve later meetings.

At November's meeting, the Registrar at Kenosha Technical Institute led a discussion on job outlook and implications. A "20 Questions" game on careers helped liven up the program that was attended by 24 of the original 28, plus 4 new students.

Here are some highlights of later meetings. A tour of a local industry, where youth saw equipment used, the various skills required, and the role management plays in production . . . Local people in varied vocations (the planning group was amazed to find so many interesting occupations so close at hand!) served as resource people on job opportunities and requirements . . . A session with parents, where job opportunities in the broad fields of agriculture and home economics were discussed . . . Members were given questions to ask people in careers they were interested in, and a school guidance counselor talked about job interviewing and outlook . . . Nearby Carthage College was toured to give them a look at the campus side of college . . . The final meeting mixed fun and evaluation.

The impact of this career exploration on the community has been felt. Two PTA meetings, using two members of the Planning Committee and Elroy Lueder, 4-H Agent, were the direct results of the career emphasis program.

This has been a different type of 4-H project. The program was flexible. Young people planned and explored.

Many of the young people had once been 4-H'ers but were no longer active in 4-H—yet they were all very interested in activities of the group. This township level experiment brought them together for a common interest—their future.

The success of this group isn't to be listed as statistics. But in a few years, a follow-up survey is planned to determine the whereabouts of the group.—Adapted from a report by the Wisconsin State 4-H Staff. ■

The Manager of a Co-op Elevator explains to these two 4-H boys the method of determining dockage on grain.

